R E P O R T R E S U M E S

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LITERATURE CURRICULUM II--TESTS FOR "REORIENTATION," "TRAVEL LITERATURE," AND "NARRATIVE POETRY."

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OREGON CURRICULUM STUDY CENTER

LITERATURE CURRICULUM II:

Tests for REORIENTATION,

TRAVEL LITERATURE,

and

NARRATIVE POETRY

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TE 000 235

OREGON CURRICULUM STUDY CENTER

TEST

Literature II

Reorientation

NOTE: Students should be permitted to have their texts available during the test.

Instructions to students:

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Sample test item: Who is the chief executive of the United States Government?
(1) The President
(2) The Secretary of State
(3) The Secretary of Defense
(4) The Chief Justice of the Supreme Court

Since the correct answer is 1, the answer sheet is marked like this:

Sample test item: 1 2 3 4 5

The project reported herein was supported through the Cooperative Research Program of the Office of Education, U. S. Department of Health, Education, and Welfare.

ED002235

Literature Reorientation

On a Fly Drinking Out of His Cup

1. In this poem what is the underlining thought?
   1. Life, as we know it, is brief.
   2. Life is a cup of tea.
   3. A fly's life is as long as a human's life.
   4. The parasitic aspect of humans and flies is comparable.

2. To whom does the poet direct his thoughts?
   1. The fly
   2. All living creatures
   3. Himself
   4. All humans

3. What line in the second stanza is parallel to the last line in the first?
   1. Line 1
   2. Line 2
   3. Line 3
   4. Line 6

4. Does the poet like flies?
   1. Yes
   2. No
   3. Impossible to answer yes or no.

5. What lesson is the poet trying to teach the reader?
   1. A fly's life of one year is comparable in length to a man's life of 60 years.
   2. Man should not harm even the most insignificant of earth's creatures.
   3. Since man's life span on earth is brief he should make the most of it while he can.
   4. Life goes by so rapidly that it will seem like only a year.

6. What is the rhyme scheme of the poem?
   1. ababab
   2. abcabc
   3. aaddaa
   4. aabbcc

7. How many feet are there to a line?
   1. 5
   2. 6
   3. 7
   4. 8
   5. none of these

8. What is the function of the first stanza of the poem?
   1. It presents the main idea upon which the poem is based.
   2. It presents the incident that suggests the idea.
   3. It reflects upon the main idea of the poem in terms of real life.
   4. It introduces the ideas which are to follow.

9. The mood of the poem is such that the reader upon completion should feel like
   1. relaxing
   2. getting to work
   3. thinking about nature
   4. daydreaming

The Glove and the Lions

10. What is a hearty king?
   1. Large
   2. Heavy-eater
   3. Vigorous
   4. Rugged

11. In what line do we have the first hint of the action that leads to the moral of the story?
   1. Line 3
   2. Line 4
   3. Line 13
   4. Line 18

12. What aspect of the human race serves as the theme of the story?
   1. Cruelty
   2. Vanity
   3. Prejudice
   4. Greed

13. Why did the count retrieve the lady's glove?
   1. He was chivalrous.
   2. He loved the lady.
   3. The lady asked him to get it.
   4. He wished to prove himself before the king.

14. Line 14 -- "with smiling lips and sharp bright eyes, which always seem'd the same." What characteristic of the lady is revealed by the underlined phrase?
   1. She possesses natural beauty
   2. She always appears her best in public
   3. She is clever
   4. She is self-centered

15. What is the purpose served by the King's statement in line 12 -- "Faith, gentlemen, we're better here than there" -- which is self-evident from the story up to that point?
   1. To emphasize the gory scene being observed.
   2. To emphasize the King's position as the authoritative head.
   3. To raise the question so that the reader can judge its truthfulness on the basis of the events that are to take place.
   4. To remind the guests that it is better to observe lions fighting than to be engaged in warfare themselves.

16. Did the King approve of Count De Lorge going after the glove?
    1. Yes
    2. No
    3. Impossible to know

17. Is the story teller a part of the royal party?
    1. Yes
    2. No
    3. Impossible to know

18. From what point of view does the reader see the action of the poem?
    1. Omniscient
    2. The Lady
    3. The King
    4. The Count

19. Why is the point of view important in this poem? We need and know
    1. The King's motives
    2. The Count's intentions
    3. The Lady's motives
    4. What all are thinking

20. Who is the speaker in "Edward, Edward," ?
    1. Narrator
    2. The mother
    3. Mother and Edward
    4. Edward

21. Edward's attitude toward his mother seems to be
    1. Pity since her husband is now dead.
    2. Hate for her being to blame for this action.
    3. Anger for her having lied to him.
    4. Dread--that her evil will consume him.

The Shell

22. The world revealed by listening to the shell might best be described as
    1. enchanting
    2. changeless
    3. unfriendly
    4. terrifying

Break, Break, Break

23. And I would that my tongue could utter
    The thoughts that arise in me.

    In these lines the poet is finding it difficult to express himself on what problem?
    1. A close friend has sailed away
    2. The ocean has destroyed a fishing village
    3. A friend has died
    4. A ship has been lost in a storm

24. All lines in the poem are regular except for the line bearing the title. What is the effect of having this line unrhymed and out of keeping with the meter of the poem?
    1. It emphasizes the anger of the poet.
    2. It emphasizes the power of the sea.
    3. It emphasizes the rhythm in the rest of the poem.
    4. It emphasizes the lack of harmony in the poet.

The Tide Rises, The Tide Falls

25. Longfellow is chiefly concerned in the poem with
    1. tidal action
    2. a man's journey
    3. nature
    4. the changeless sea

26. The footprints being effaced by the waves seems to suggest
    1. The short life of men contrasted with the timelessness of the sea
    2. The power of the sea over men
    3. That the sea erases the evidence of men
    4. none of these

Psalm CVII

27. The psalmist regards those who "go down to the sea in ships" as fortunate because
    1. it is a good life
    2. they are witness to God's works
    3. they will find it profitable
    4. they are safe

28. The "poetry" of this psalm is to be found
    1. in its rhythm and rhyme
    2. in its rhythm but not rhyme
    3. in its balance and imagery
    4. in its message of power and hope

"Love Letter of Smith"

29. Smith can best be characterized as
    1. a coarse, illiterate man
    2. a gentle, sincere retired gentleman
    3. a bashful and lonely man
    4. a clever man

30. From what point of view are the actions of the story seen?
    1. From third person - seamstress side
    2. From third person - Smith side
    3. From omniscient observer
    4. From first person - seamstress

31. What purpose is served in the story by having the seamstress encounter Smith on the street?
    1. It makes the story more believable
    2. It gives the reader proof of Smith's sincerity
    3. It shows Smith to be the hero the reader had hoped to find
    4. It makes up for his bad spelling

32. Why did Smith consider it necessary to keep himself out of the courtship?
    1. He was ashamed of his appearance, education and manners
    2. He didn't want pity or shallow feelings to be a part of it
    3. He knew the seamstress would be offended by a face to face meeting
    4. He was an extremely shy, mild-mannered man, afraid of gossip

33. In describing the meeting on the street the author said Smith did not answer the thanks of the seamstress, "but held his peace until his eyes fell on a rotund Teuton passing by." Why did he tell the startled man he didn't have anything to write with?
    1. He needed to say something in this situation.
    2. He was looking for pencil and paper.
    3. He was indirectly telling the woman he had no way of addressing her then.
    4. He wanted to change the subject and leave.

34. What effect does calling the man a "rotund Teuton" have in the passage cited in #33?
    1. It emphasizes Smith's embarrassment
    2. It emphasizes the awkwardness, formality, and humor of the situation
    3. It provides a contrast to the main characters
    4. It is an accurate way of giving important details

35. What does rotund mean
    1. round
    2. tall
    3. drunk
    4. short

36. The change that takes place in the health of the seamstress is a direct result of
    1. love
    2. porter
    3. renewed interest in life
    4. better eating habits

37. One feature both Smith and the seamstress have in common as the story opens is
    1. loneliness
    2. New England ancestry
    3. experience of travel
    4. poor health

38. Thoreau's writing on the depth of Walden Pond is an example of
    1. scientific writing
    2. narrative prose
    3. fiction
    4. non-storied prose

39. What is a symbol?
    1. Something real which stands for something that is not real
    2. Something known which stands for something unknown
    3. An object that has more than one meaning
    4. An object that no one understands

40. The myth Thoreau explodes concerns
    1. The ice on the pond
    2. The source of the water in the pond
    3. The bottom of the pond
    4. The river Styx

OREGON CURRICULUM STUDY CENTER

Literature Curriculum II

TRAVEL LITERATURE

TEST

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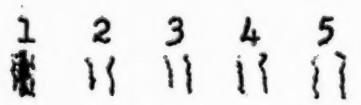

TE000 235

The project reported herein was supported through the Cooperative Research Program of the Office of Education, U. S. Department of Health, Education, and Welfare.

1. Which of the following is <u>not</u> true of literature appearing in a "storied form"?
   (1) It is almost always fictional in its content.
   (2) It can be either an account of a series of true adventures or an adventure made up from the author's imagination.
   (3) Its organization is usually determined by the author's purpose.
   (4) The author is free to make his personal feelings known to the reader.

2. Which of the following best describes the general organization of a piece of travel literature?
   (1) A selected number of exciting adventures in the author's life
   (2) An account of the emotions experienced by the author during dangerous moments in his life
   (3) A methodical description of the objects in the author's environment which accounted for his feelings and his observations
   (4) An account of a closely-related series of events which the author experienced during a given period of time

3. All of the following are true of travel literature EXCEPT:
   (1) It is always written from the same point of view.
   (2) The method of reporting the adventures and experiences must be impersonal and objective.
   (3) The author encourages the reader to go through the adventures which he has experienced.
   (4) The style of relating the adventures varies widely from author to author.

4. What is the basic structure of most travel literature?
   (1) Non-fiction
   (2) Narrative
   (3) Traditional
   (4) Personal

5. In literature, what does the term "first person" refer to?
   (1) The author's experiences
   (2) The personal struggle which the author goes through
   (3) The point of view an author uses in writing a piece of literature.
   (4) The degree to which an author tells his own feelings

<u>WE</u>

6. Which of the following best describes the forces of conflict in <u>We</u>?
   (1) Man and nature
   (2) Machines and man
   (3) Machines and nature
   (4) Man and the sea
   (5) Machines and the elements

7. Upon which of the following does Lindbergh place the most emphasis in telling his story?
   (1) The danger he faces in flying blind for long periods of time.
   (2) The events which occurred as he piloted his plane over the Atlantic.
   (3) His reactions to the various incidents which took place during the flight.
   (4) The sense of relief and accomplishment in having completed a dangerous mission.

8. Which of the following suggests that modesty is one of Lindbergh's outstanding characteristics?
   (1) The sense of achievement he feels after having made the history-making flight.
   (2) The manner in which he handles the various emergencies which arose during the flight.
   (3) The point of view he uses in telling his story.
   (4) The style of writing he uses in relating the account of his flight.

9. After reading We about which of the following does the reader know least?
   (1) Lindbergh's feelings during his flight
   (2) Lindbergh's ability to observe and make use of what he saw.
   (3) The route which Lindbergh followed during the flight
   (4) The conditions of the land and sea over which Lindbergh flew

10. Which of the following sentences from We is a judgment on the part of Lindbergh?
   (1) "The field was a little soft due to the rain during the night and the heavily loaded plane gathered speed very slowly."
   (2) "I passed over numerous icebergs after leaving St. Johns, but saw no ships except near the coast."
   (3) "Countries take on different characteristics from the air."
   (4) "The sun went down shortly after passing Cherbourg and soon the beacons along the Paris-London airway became visible."

FARTHEST NORTH

11. Which of the following is the best description of the selection from Farthest North?
   (1) The story of an exploration while attempting to reach the North Pole
   (2) An account of a dangerous experience while returning from the far North
   (3) An experience which shows how important it is that explorers be quick-thinkers.
   (4) A narrative which illustrates how a single incident can bring about unexpected dangers.

12. What brings about most of the action in this selection from Farthest North?
    (1) The conflict between man and the elements
    (2) The desire to return to civilization as soon as possible
    (3) The lack of care used in tying the kayaks upon landing
    (4) The need for a place to build a fire, to eat, and to sleep

13. In line 4 of the selection, what is the best meaning for the word ascending?
    (1) sighting
    (2) climbing
    (3) stretching
    (4) tracing

14. Which of the following best expresses why the author was so quick to plunge into the ice cold water?
    (1) "'I say! the kayaks are adrift!' We ran down as hard as we could."
    (2) "I did not dare to take everything off, as I might so easily get a cramp."
    (3) "They were already well out, and were drifting rapidly."
    (4) "But all our hope was drifting there."

15. In which aspect of the selections from We and Farthest North do you find the most basic difference?
    (1) The length of time covered by the two accounts
    (2) The circumstances which started the events of the adventures
    (3) The characters of the authors who tell the stories
    (4) The nature and number of conflicts in the narratives

16. What do the styles of writing in We and Farthest North indicate about the authors?
    (1) Lindbergh probably had had much less experience in relating personal experiences than Nansen had had.
    (2) Nansen's experiences were far more personal than Lindbergh's experiences
    (3) Nansen's experiences usually developed from different conflicts than those of Lindbergh
    (4) Lindbergh's style was appropriate for the age of flight whereas Nansen had to use a different style because of slower movement.

17. Why did Nansen and his fellow-explorer decide to stop and go ashore?
    (1) To test the strength of the ice.
    (2) To find a place to sleep for the night.
    (3) To exercise their legs by walking.
    (4) To explore the hummock they had sighted.

18. Which additional experience can you share with the author of Farthest North that you cannot share with Lindbergh?
    (1) The feeling of the icy-cold water on his freezing legs
    (2) The human instinct of having to take a great risk to save one's life
    (3) The need for quick action in times of danger
    (4) The courage of the author in performing the risky deeds

19. Which of the following sentences indicates that Nansen puts imagery to good use in telling a story?
    (1) ". . .and then I could see Johansen walking restlessly up and down on the ice."
    (2) "The strokes became more and more feeble, but the distance became shorter and shorter. . ."
    (3) "I shivered, my teeth chattered, and I was numb almost all over. . ."
    (4) ". . .my feet had no more feeling in them than icicles. . ."

20. Why does Nansen's fellow-adventurer think that perhaps Nansen has lost his senses?
    (1) Because of the effects of the long period of time swimming in the icy-cold water
    (2) Because Nansen was so willing to risk his life in order to reach the kayaks.
    (3) Because Nansen took the time to shoot the auks and to pick them out of the water while paddling back to shore.
    (4) Because Nansen was trembling and needed help to remove his wet clothes.

21. Which of the following best shows that Nansen was an unselfish man?
    (1) "I got hold of my gun and shot them (the auks) with one discharge."
    (2) "I grasped it (the snow-shoe), pulled myself in to the edge of the kayak--and we were saved!"
    (3) ". . .I could see Johansen walking restlessly up and down on the ice. Poor lad! He could not stand still. . ."
    (4) ". . .as quickly as possible I threw off some clothing, so as to be able to swim more easily."

22. Which of the following describes best a characteristic of men like Nansen?
    (1) They need to be capable of doing two things at the same time, such as paddling the kayak and shooting the auks.
    (2) They desire changes in the kind of activities in which they are engaged.
    (3) They are forced to think of themselves in times of danger.
    (4) They must be able to think quickly and act without hesitation at times.

"Catching Sharks with our Hands"

23. In what way did Heyerdahl's purpose in making his trip differ from Nansen's purpose?
    (1) Heyerdahl wished to show that a certain theory concerning early settlement of the Pacific Islands was true.
    (2) Nansen wished to prove that there was a point in the far North called the North Pole.
    (3) Heyerdahl undertook his trip in order to demonstrate that a group of men could survive the dangers in the Pacific Ocean.
    (4) Nansen wished to prove that it was possible for a man to survive a long trip in the frozen wastes of the North.

24. Why did Heyerdahl and his men use a raft rather than a boat with an engine?
    (1) Because they wanted to be able to take advantage of the winds.
    (2) Because in that part of the Pacific Ocean it is difficult to navigate a powered boat.
    (3) Because they were not able to find room to stock the fuel which would be needed for a powered boat.
    (4) Because the early American Indians did not have boats with engines.

25. Which of the following best describes the content of this selection?
    (1) An essay about the habits of sharks
    (2) An account of the author's experiences and observations of sharks
    (3) A narrative based upon the kinds of fish found in the South Pacific
    (4) A storied form which relates a series of true experiences

26. What does Heyerdahl do in order to make the reader almost a part of the group of adventurers on the raft?
    (1) He uses vivid description in relating the experiences.
    (2) His descriptions of the sharks are so realistic that it is easy for the reader to picture them.
    (3) He makes use of the words "we" and "us" in his narrative.
    (4) He uses words which are familiar to readers even though they have never been to sea on a raft.

27. Which of the following contains a metaphor?
    (1) ". . .small pilot fish ahead of its jaws."
    (2) ". . .we had a great respect for sharks. . ."
    (3) ". . .the enormous jaws which could swallow footballs."
    (4) ". . .consisting of one great bundle of steel muscles."

28. Which of the following contains a simile?
    (1) ". . .using its tail as a sledge hammer."
    (2) ". . .the water boiled round us till the shark broke loose. . ."
    (3) ". . .with its fussy retinue of small pilot fish ahead of its jaws."
    (4) ". . .it moved up and down with the seas so that the dorsal fin always stuck up menacingly."

29. What indicates the crew's change of attitude toward the sharks in the second selection?
    (1) They began to take more liberties in their adventures with the sharks.
    (2) They found new and easier ways of capturing the sharks alive.
    (3) They learned that the sharks were not as dangerous as they had first thought.
    (4) They discovered that sharks would eat almost anything, even a bamboo stick, thus making it easier to catch them.

30. Why were the author and his crew interested in catching the sharks?
    (1) They wished to learn more about the habits of sharks.
    (2) They needed them for food in case a shortage should develop.
    (3) They used them for bait in order to catch other kinds of fish.
    (4) They looked upon them as a source of entertainment during the long trip.

31. In the sentence ". . .it moved up and down with the seas so that the dorsal fin always stuck up menacingly. . .", the word <u>menacingly</u> means:
    (1) warningly
    (2) dangerously
    (3) threateningly
    (4) alarmingly

32. Which of the following best expresses the conflict in this selection?
    (1) Men against the sea
    (2) Men against the elements
    (3) Men against sharks
    (4) Men against themselves

<u>ALONE</u>

33. What was Byrd's purpose in staying alone during a winter in Antartica?
    (1) To explore the great land masses in that part of the world.
    (2) To prove that a man could survive in the bitter cold over a period of time.
    (3) To show other men how brave and courageous he was.
    (4) To feel the experience of being completely on his own.

34. Why does Admiral Byrd describe the ferocious storm in terms of the sea?
    (1) Because words which describe snow storms and water are very similar.
    (2) Because he wants the reader to be able to experience the fierceness of the storm.
    (3) Because a blizzard approaches in waves much like the waves in heavy seas.
    (4) Because the instruments he uses to measure the force of the storm are very similar to the instruments used at sea.

35. What action on the part of the author indicates that he was observing the storm in a scientific manner?
    (1) Tying a handkerchief to a bamboo pole after the short-circuiting of the electric contacts.
    (2) Observing in which direction the handkerchief was being blown.
    (3) Leaving through the trap-door in order to clean the electrical contacts.
    (4) Seeing that the wind cups on the instrument were spinning as rapidly as possible before returning to the trap-door.

36. Which of the following contains a metaphor?
    (1) "The gale. . .pounded the roof with sledge-hammer blows."
    (2) "A breeze flickered in the room and the tunnels."
    (3) "The candles wavered and went out."
    (4) "My only light was the feeble storm lantern."

37. Which of the following best indicates that Byrd is willing to share his innermost thoughts and feelings with the reader?
    (1) "I managed to climb it, too, though ten million ghosts were tearing at me, ramming their thumbs into my eyes."
    (2) "Nothing in the world will so quickly isolate a man."
    (3) "Then I crooked my elbow, put my face down, and said over and over again, You damn fool, you damn fool."
    (4) "Just two feet below was sanctuary--warmth, food, tools, all the means of survivial. All these things were an arm's length away, but I was powerless to reach them."

38. In addition to the basic conflict between nature and man, what other devices does Byrd use to maintain suspense?
    (1) His lively descriptions of an artistic nature
    (2) Extensive use of both metaphors and similies
    (3) Contrast between danger and safety and account of his struggles and failures
    (4) Very imaginative sentences of varying lengths to describe the approaching storm and his reactions to it.

39. In the sentence "The blizzard vaulted to gale force", what is the best meaning for the word <u>vaulted</u>?
    (1) Soared
    (2) Changed
    (3) Increased
    (4) Bounded

40. What did Admiral Byrd hope to achieve in the isolated area at Little America in Antarctica?
    (1) He wished to try out and experiment with new types of instruments for recording the weather.
    (2) He was hoping to be able to keep accurate records of the weather conditions in that part of the country during the winter.
    (3) He wanted to observe and study the psychological effect of being isolated over a long period of time.
    (4) He was anxious to gather materials about which he could build an exciting story of his adventures.

41. Which of the following describes the climax in this narrative?
    (1) "I found the pole all right. . .I managed to climb it, too, though ten million ghosts were tearing at me, ramming their thumbs into my eyes."
    (2) "I made my way toward the anemometer pole on hands and knees."
    (3) "Panic took me then, I must confess. Reason fled. I clawed at three-foot square. . ."
    (4) "I lay flat on my belly and pulled until my hands went weak. . ."

42. Which of the following statements contains "irony," a form of expression which involves a contrast?
    (1) "I clawed at the three-foot square of timber like a madman. I beat on it with my fists, trying to shake the snow loose."
    (2) "Just two feet below was sanctuary--warmth, food, tools, all the means of survival. All these things were an arm's length away, but I was powerless to reach them."
    (3) "Half-frozen, I stabbed toward one of the ventilators, a few feet away. My mittens touched something round and cold."
    (4) "Still kneeling, I turned my back to the blizzard and considered what might be done. I thought of breaking in the windows in the roof, but they lay two feet down in hard crust."

43. What effect does Byrd's extensive use of personification in describing the storm have upon the reader?
    (1) It takes the emphasis away from the possible dangers which would be faced by Byrd if he was swept away by it.
    (2) It encourages the reader to regard the storm as an enemy of his just as it was for Byrd.
    (3) It makes the reader much more aware of the strength and tremendous force of the storm.
    (4) It makes Byrd seem more real because the reader gets the feeling that the author is fighting a real enemy.

WIND, SAND, AND STARS

44. Why does Antoine de Saint-Exupéry say that writers fail when they attempt to evoke horror in their stories of conflict between man and nature?
    (1) Because many writers have never experienced the feeling of horror which they wish to describe.
    (2) Because horror does not exist in the world of reality; it is a part of the author's memory.
    (3) Because writers have an embarrassing taste for imagination in trying to describe the feeling of horror.
    (4) Because horror is the effect of conflict on human beings and must be conveyed by describing their reaction to it.

45. What is the chief difference between the following descriptions of the sea: Saint-Exupéry's "having the whiteness of crushed sugar" and Lindbergh's "covered with white caps"?
    (1) St. Exupéry uses a vivid simile but Lindbergh states exactly what he sees.
    (2) Lindbergh uses a metaphor whereas St. Exupéry uses a simile.
    (3) St. Exupéry uses a symbol while Lindbergh states just what he sees.
    (4) Lindbergh states the facts, but St. Exupéry tends to exaggerate.

46. Which of the following best describes the effect of the fragments of sentences appearing in the quotations: "Pure blue. Too pure. Not a cloud." and "It seemed hopeless. Up! What a discovery!"?
    (1) They tend to introduce different paces in the telling of the narrative.
    (2) They make the descriptions of the adventure much more realistic.
    (3) They seem to give a very personal touch to the story.
    (4) They are useful in adding the effects of color and sound to the narrative.

47. Which of the following is best illustrated by this selection from Wind, Sand, and Stars?
    (1) Man can overcome his conflict with nature if he has trust in himself.
    (2) All men can beat the elements if they have complete trust in God.
    (3) Horror does not exist in the world of reality but only lives in man's memory.
    (4) Experiences in times of danger do not excite us until the spiritual nature of them is shown.

48. Which of the following is illustrated by the first paragraph of this selection?
    (1) Those riding below during a storm at sea are in the greatest danger.

(2) Mankind pays too much attention to material things rather than to prayer during moments of crisis.
(3) A storm is much more frightening on the sea than it is on land.
(4) The excitement in any crisis does not amount to much unless it is told in terms of human relations.

49. Why does the author (on page 24) ask for "a good black storm"?
(1) So that he will have a better idea of what he will be up against.
(2) Because he has experienced a storm of this kind previously.
(3) So that he can see the size of it and judge its force better.
(4) Because storms of this nature, though sometimes fierce, pass quickly.

50. On page 25, what is the effect of the very short, one-sentence paragraph: "And then everything round me blew up"?
(1) It points out the climax of the narrative.
(2) It changes the pace of the part of the story which follows.
(3) It emphasizes the breaking of the storm very effectively.
(4) It prepares the reader so that he will better feel the horror which follows.

51. During the actual events, do adventurers "feel" their adventures?
(1) Yes, because they would not be able to describe them if they didn't.
(2) Yes, because they are human beings just like the rest of us.
(3) No, because they are so busy guarding themselves from other dangers which may occur.
(4) No, because they are so completely occupied with physical activities.

52. Which of the following best completes this narrative?
(1) "You cannot convey anything because there is nothing to convey."
(2) "I respected the peak of Salamanca. That is my story."
(3) "There is nothing dramatic in the world, nothing pathetic except in human relations."
(4) "I came away with very little booty indeed. . ."

53. Near the end of his narrative, why does the author ask the question: "How can one tell an act of the will from a simple image when there is no transmission of sensation?"?
(1) Because he wishes to summarize the main theme of his narrative.
(2) Because he is attempting to describe what he got out of his adventure.
(3) Because he cannot yet understand how he was able to maintain his grasp on the wheel.
(4) Because he admires the ability of the human body to act in times of crisis.

OREGON CURRICULUM STUDY CENTER

LITERATURE CURRICULUM II
NARRATIVE POETRY

TEST

NOTE: Students are permitted to use their copy of the Story Poems during this test--no other materials are allowed.

Instructions to students:

Answers to the questions are to be recorded on the separate answer sheets provided. PLEASE BE SURE TO USE ONLY SIDE A OF THE ANSWER SHEET, THE SIDE THAT HAS ROOM FOR 5 CHOICES.

Use a soft lead pencil (#2 or softer) and completely fill the space between the lines for the response you choose as the correct answer. Your score on this test will be the number of correct answers you mark. There is only one best answer for each item.

Sample test item: Who is the chief executive of the United States Government?
(1) The President
(2) The Secretary of State
(3) The Secretary of Defense
(4) The Chief Justice of the Supreme Court

Since the correct answer is 1, the answer sheet is marked like this:

Sample test item: 1 2 3 4 5

TE 000 235

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"Lochinvar"

1. Who is telling the story in the poem?

   (1) Lochinvar
   (2) A member of the bride's party
   (3) A friend of Lochinvar
   (4) The bridegroom
   (5) None of these

2. "He stay'd not for brake, and he stopp'd not for stone,
   He swam the Eske river where food there was none."
   What is the author saying in these two lines?

   (1) Nothing could stop Lochinvar in his quest.
   (2) He had no time for social graces.
   (3) He was compelled to take back roads to the castle.
   (4) He broke bones, was stoned, and almost drowned enroute to the castle.

3. What effect does the meter of the poem have on you as you read the poem?

   (1) It is a slow-moving love poem.
   (2) It impresses the urgency of the situation.
   (3) It is a light and humorous story.
   (4) It is a fast-moving story with a tragic ending.

4. ' "Now tread me a measure," said young Lochinvar, ' means

   (1) Pour me a cup of wine.
   (2) Walk a few feet with me.
   (3) Don't tempt me to do something rash.
   (4) Dance with me.

5. What is the difference in the author's attitude toward the story of Lochinvar as compared to the teller of the story in a traditional ballad?

   (1) The author is less concerned with details.
   (2) The author is more concerned with how the story affects the reader.
   (3) The author shows whose side he favors.
   (4) The author is not interested in the final outcome of the tale.

6. The author doesn't tell us, but which of the following is probably the best reason why the bride's father did not want his daughter to marry Lochinvar?

   (1) He did not consider Lochinvar to be a good soldier.
   (2) Lochinvar did not show due respect to the father.
   (3) Lochinvar lacked social graces.
   (4) Lochinvar was not a member of the proper society of Scotland.

7. "That never a hall such a <u>galliard</u> did grace." What is the meaning of the underlined word?

   (1) A sword
   (2) A party
   (3) A graceful knight
   (4) A dance

8. In what way is the form of this poem quite different from most traditional ballads other than meter and rhyme scheme?

(1) It uses the vocabulary of the literate.
(2) It has a happy ending.
(3) It deals with only one person rather than a ship's crew or larger group.
(4) It is longer than most traditional ballads.

"The Prisoner of Chillon"

9. "To whom the goodly earth and air
Are banned and barred--forbidden fare."
What does this mean?

(1) Air in prisons is foul.
(2) Freedom of air and earth are lost to prisoners.
(3) Good earth and air belong to the prisoners.
(4) Prison bars seem to the prisoner to make air and earth change from good to bad.

10. How many brothers did the prisoner have at first in the dungeon with him?

(1) 1
(2) 2
(3) 3
(4) 6
(5) None of these

11. "To hearken to each other's speech,
And each turn comforter to each
With some new hope, or legend old,
Or sang heroically bold
But even these at length grew cold."

What is the meaning of the last line?

(1) The air was cold and damp in the dungeon.
(2) The attempts to maintain hope lost meaning.
(3) The brothers lost their concern for one another.
(4) They could not think of anything to say to one another after a while.

12. Why are the prisoners being held?

(1) They had been convicted of murder.
(2) They had fought against the existing government.
(3) They refused to join the army.
(4) We don't know.

13. The author partially describes his second brother in the lines:

> Strong in his frame, and of a mood
> Which 'gainst the world in war had stood,
> And perished in the foremost rank
> With joy; but not in chains to pine.

Which of the following sentences best describes what is said in the four lines above?

(1) He was strong morally and spiritually but not physically.
(2) He was grieving over those who had perished in battle and felt it had been his responsibility.
(3) The wounds of battle could not heal in the chains.
(4) He could endure hardships and danger but not captivity.

14. From whom's point of view do we receive the story?

(1) The surviving prisoner
(2) An unknown third person
(3) A fellow prisoner of the surviving brother
(4) The keeper of the prison

15. In the lines:

> "But yet I forced it on to cheer
> Those relics of a home so dear,"

what is meant by the word relics?

(1) Antique furniture of their home
(2) Memories of their home from which they have long been gone
(3) Things they had carried with them to prison from their home
(4) Comparisons of items they had in prison with those they had at home

16. Why did the father love the youngest son so much?

(1) He was most dependent upon the father.
(2) He looked like his mother.
(3) He was as cheerful as the bird which came to the window of the cell.
(4) He was more devoted to the father's cause than the others.

17. At the beginning of the poem, the prisoner says:

> "My hair is white, but not with years
> Nor grew it white
> In a single night
> As men's have grown from sudden fears;"

How does he account for his white hair?

(1) His age
(2) Sudden fear
(3) Sudden change within a few days
(4) The long term in prison

18. Why were the lines given in item 17 an appropriate beginning for the poem?

(1) They describe the prisoner's hair color.
(2) They relate the fear under which he lived about prior to and during the time in prison.
(3) They make you want to find out why his hair is white.
(4) They disguise the nature of what is to follow.

19. What does the prisoner mean by the word nearer when he says, "I said my <u>nearer</u> brother pined, "?

(1) He was chained to the pillar next to the prisoner.
(2) He was a closer friend to this brother than any of the others.
(3) He was closer to the prisoner in age.
(4) He was next to him when he died.

20. What caused the 'nearer' brother's death, according to the author?

(1) Poor diet of bread and water
(2) Goats milk received in prison
(3) Dampness of the prison
(4) Captivity itself

21. "Among the stones I stand a stone," demonstrates the use of

(1) A simile
(2) A metaphor
(3) An alliteration
(4) Incremental repetition

22. "And was, scarce conscious what I wish,
As shrubless crags within the mist;"
demonstrates the use of

(1) Simile
(2) Metaphor
(3) Alliteration
(4) Incremental repetition

23. Why did the appearance of the bird in the crack in the wall help the prisoner regain his senses?

(1) It was proof that life outside prison still existed.
(2) It showed a hitherto unknown way of escape.
(3) It caused him to forget he was in prison.
(4) He thought it was his brother's soul.

24. Why does the use of the metaphor and simile help you to understand poetry better?

(1) It causes things to be said in better known words.
(2) It enables you to compare the poet's inward feelings with things that you have seen or know.
(3) It makes the poem move more rapidly.
(4) It lets the poet maintain his rhyme scheme and therefore adds meaning.

25. Why, after he climbed the wall of his cell to look out, did the author say:

"And I felt troubled, and would fain
I had not left my recent chain;"

(1) He only wished for freedom more after he saw the view outside the prison.
(2) He was not sure it would be easy to readjust to the outside world.
(3) He didn't know how he could descend the wall to the floor without falling.
(4) He felt like he was going to faint.

26. Which of the following best describes why the prisoner was not particularly overjoyed when he was released from prison?

(1) It meant he had to work for a living again.
(2) He had made friends with the lesser things of life and would not have time to notice them in the future.
(3) He had become resigned to a life of captivity and no longer sought freedom.
(4) He had adapted his life to that of the prison for so long that now the outside world would be like a new experience.

27. At the end of the poem, we read:

"So much a long communion tends
To make us what we are:"

Which of the following best describes what he is trying to tell us in these lines?

(1) Man's reaction to the world is largely determined by what experiences he has.
(2) Environment has little effect in changing man's ambitions.
(3) Man should learn to be happy wherever he is and in whatever state he is.
(4) Inanimate objects can communicate ideas to men.

"How They Brought the Good News from Ghent to Aix"

28. What message was carried by the three riders from Ghent to Aix?

(1) That peace was restored
(2) The British were victims at Waterloo.
(3) The Christmas story
(4) A fictitiousness take off of Paul Revere's ride
(5) We don't know.

29. What is the purpose of the reference to clocks in the poem?

(1) They signify the urgency of the mission.
(2) They indicate the different towns enroute which are distinguishable by the chimes of the clocks.
(3) They tell the time of the day the ride took place.
(4) They show how conscious the riders were of the churches along the way.

30. Who was Roland?

(1) One of the other two riders besides the author
(2) The 'I' of the poem
(3) The speaker's horse
(4) The person who had sent the message

"The Charge of the Light Brigade"

31. Why is the poet concerned with meter?

(1) Proper use of it helps to make the mood more real to the reader and controls the rate of movement of the story.
(2) Poetry as opposed to prose is based on meter and each poet has his own style, and keeps it the same.
(3) The meter of a poem determines its length so must be carefully selected.
(4) The meter must be such that it can be set to music.

32. In addition to keeping the story moving, the poet uses incremental repetition for the purpose of emphasizing--

(1) The bravery of the brigade
(2) The hopelessness of the charge
(3) The discipline of the brigade
(4) The honor with which the brigade charged the artillery unit of the Russians

33. Why does the poet urge the reader to honor the brigade even though it was a military 'goof'?

(1) Because all who die in war die honorably
(2) Because they demonstrated bravery in the face of insurmountable odds
(3) Because it was a decisive battle of the Crimean War
(4) Because a larger percentage of casualties were suffered in this battle than any before

"Old Ironsides"

34. How would you classify this poem with respect to point of view?

(1) Satire
(2) Humor
(3) Tragedy
(4) Biography

35. What does the poet think would have been a better fate for the ship?

(1) Selling it to a commercial company for civilian use
(2) Letting it rot of age in a so-called 'moth-ball' fleet
(3) Destruction of it outright by its crew
(4) Destroyed in a battle or storm

36. "Her thunders shook the mighty deep" is an example of

(1) A simile
(2) An alliteration
(3) Incremental repetition
(4) Hyperbole

37. In what way does this poem resemble the "Charge of the Light Brigade"?

(1) Both deal with aspects of the military.
(2) Both talk about defeat in specific battle.
(3) Both glorify deeds done in battle.
(4) Both have the same metrical pattern suggesting urgency.

"The Ruler of the Queen's Navee"

38. How would you classify this poem with respect to point of view?

(1) Satire
(2) Humor
(3) Tragedy
(4) Biography

39. What is the subject of the poem?

(1) The Royal Navy
(2) The rise of a young man from poverty to riches
(3) The way to succeed in politics in Britain in the 19th century
(4) Lawyers in politics

40. The rhythm of this poem was designed to be set to music but even without the musical score, what is the mood of the poem as compared to "The Charge of the Light Brigade"?

(1) It is more serious.
(2) It is more of a lament.
(3) It is frivolous.
(4) It is the same.